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ABSTRACT

This project was conducted to create visual media technology competencies for articulation in order to (1) provide a basis from which to assess similar instructional efforts at other vocational and prevocational institutions; (2) provide a detailed listing of competencies required by Spokane Falls Community College (Washington) for instructors teaching at other institutions; (3) provide equal assessment of all students transfering into the visual media technology program; and (4) provide an objective method of assessing students' prior experience. After meeting with local prevocational training program instructors, the developer examined their programs, identified similarities, and then established the competencies needed by persons who have finished a two-year college program in visual media technology. The result of the project (contained in this document) was the development of a detailed listing of competencies for introduction to visual media and the method for measuring mastery of those competencies. The program contains 10 competencies. Each competency consists of a task, directions, standards for acceptable performance, test items, and teacher's key. An individual student record is also included in the packet. (KC)

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FINAL REPORT

Project No. 85-AXN(044)NB

COMPETENCIES FOR ARTICULATION

INTRODUCTION TO VISUAL MEDIA

Curriculum Development Project
Conducted Under
Public Law 94-482

John M. Thompson, Project Director
Mary Ellen McFadden, Principle Investigator
Spokane Falls Community College
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December 31, 1985

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COMPETENCIES FOR ARTICULATION

INTRODUCTION TO VISUAL MEDIA

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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. All materials developed through this contract must comply with non-discrimination and sex equity policies. Contractors under taking projects under Commission for Vocational Education sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission position or policy.

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December 31, 1985

Project 85-AXN(044)NB - Competencies for Articulation—Introduction to Visual Media 101.
John M. Thompson

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Summary of the Report

The purpose of the Visual Media Technology "Competencies for Articulation" was to:

1. Provide a basis from which to assess similar instructional efforts at other vocational and pre-vocational training institutions.

2. Provide a detail listing of competencies required by Spokane Falls Community College for instructors teaching at other institutions.

3. Provide equal assessment of all students transfering into the Visual Media Technology Program.

4. Provide an objective method of assessing students prior experience.

Development of the "Competencies for Articulation" was done after meeting with local pre-vocational training program instructors. The developer then examined those programs in an attempt to determine similarities. Once that was accomplished it was determined that rather then similarities being identified it was necessary to establish those competencies which the college felt were necessary and which demonstrated comparable knowledge and skills as those taught at the college.

In developing this effort it became apparent that the college, as an accredited entity, needed to establish the level of competency expected and not concern itself with how the competencies were attained.

The result of the project was the development of a detailed listing of competencies for Introduction to Visual Media and the method for measuring mastery of those competencies. This information is provided to instructors of other institutions and is used by them in determining what is necessary for students to articulate into the Visual Media Technology Program.

Body of the Report

a) The goal of this project is to enhance continuity and avoid the curriculum overlap of sequential secondary and post-secondary Graphics/Visual Media programs at Spokane Area Vocational Skills Center and Spokane Falls Community College. With a clear understanding of what the college deems as the minimum level of competency and a detailed list of those competencies it will be possible to provide articulation when mastery of these competencies is demonstrated.

b) The research addressed the following objectives:

1. Instructors of graphics/Visual Media programs in the two schools will jointly develop task lists and sequence them by the end of March 1985.

2. The validity of tasks and sequences will be socilited from each program advisory committee by April 30, 1985.

3. Opportunities for staff member of each institution to visit the facilities at the other institution will be created during January 1985.

4. The instructors will specify student performance objectives, methods of evaluation, learning steps and references, terminal performance objectives and associated asks by May 30, 1985.

5. The two instructional staffs working together, will jointly develop competency-based units of instruction designed to meet the requirements of LMMED 101 "Introduction to Visual Media" during June-August 1985.

6. Use of competency based instruction by students in Graphics at the SAVSC and first year students in Visual Media at SFCC will start in September 1985.

7. Review on-going application of the new curriculum and plan for further articulation in the programs through out joint faculty meetings during October and November 1985.

8. The advisory committee will evaluate the entire process in October or November 1985.

9. Dissemination of project materials will occur with assistance of the Washington State Community College Vocational Directors Council and the Northwest Regional Vocational Curriculum Management Center in November and December 1985.

c) This project was a basic research effort designed to produce a detailed listing of competencies and a method to assess mastery of those competencies. Meetings between faculty at the Spokane Area Vocational Skill Center and Spokane Falls Community College were set up throughout 1984-85 with specific effort being devoted to addressing the following concepts.

1. A desire for students from SAVSC to be able to articulate into the Visual Media Technology Program at Spokane Falls Community College.

2. Students from SAVSC should be able to receive some credit for prior training.

3. Fundamental differences between program objectives would preclude total articulation.

4. Necessary for the college to determine minimum competencies since it would be issuing credit.

d). The two instructional staffs working together, jointly developed competency-based units for instruction as assessment to meet the requirements of LMMED 101 "Introduction to Visual Media".

e) The results of the project have now been published and distributed. With application and use an analysis will be made for revision. This analysis will be made by the teachers involved.

f) From this effort it has been determined that several other programs which have shared instructional intent (SAVSC and Spokane Falls Community College) should under go a similar assessment.

g) Copies of this project have been made available to other colleges and vocational skill centers. The results of this project will be produced for dissemination through the RCU.

Appendicies

REFERENCES

COMPETENCIES FOR ARTICULATION, A Procedures Manual, Lincoln Public Schools, Educational Service Unit No. 6, Lincoln, Nebraska.

PRODUCTS:

COMPETENCIES FOR ARTICULATION, Introduction to Visual Media 101, Spokane Falls Community College, Spokane, Washington.

COMPETENCIES FOR ARTICULATION

Introduction to Visual Media 101

A Project in Vocational Education

Performed Pursuant to a Grant from the

Commission For Vocational Education

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VOCATIONAL DIRECTOR

MEMORANDUM OF INTENT FOR PROGRAM ARTICULATION BETWEEN THE SPOKANE AREA VOCATIONAL SKILLS CENTER AND WASHINGTON COMMUNITY COLLEGE DISTRICT 17

This memorandum of intent is designed to reflect the mutual intention and purpose of the Spokane Area Vocational Skills Center and Spokane Community College/Spokane Falls Community College to articulate and coordinate related vocational programs provided by each institution. In order to facilitate Skills Center students entering Spokane Community College/Spokane Falls Community College with advanced standing, articulation agreements will be entered into based on criterion measures jointly developed and agreed upon by faculty and approved by appropriate administrative representatives of each institution.

It is further intended that the Spokane Area Vocational Skills Center and Spokane Community College/Spokane Falls Community College will continue to cooperate in the development of additional program agreements, to the end that all vocational programs at the Skills Center will transfer to related programs provided at Spokane Community College/Spokane Falls Community College.

A review for program by program articulation is intended to be ongoing. Each institution will continually update criterion measures as appropriate.

Either the Spokane Area Vocational Skills Center or Washington Community College District 17 may terminate further performance under Agreement at any time by notifying the other party in writing at least one academic year in advance of the effective date of termination specified in such notice.

Dr. C. Nelson Grote, President
Washington Comm. College Dist. 17

Dr. Ramon F. LaGrandeur, President
Spokane Community College

Phyllis E. Everest, Acting President
Spokane Falls Community College

Dr. Ruth Abendroth, Director
Spokane Area Vocational Skills Center

Feb 4 - 1983

COMPETENCIES — Introduction to Visual Media 101

A competency consists of three sections or parts that combine to provide a detailed outline of a major task that a student must accomplish to reach one or more previously stated student outcomes. Competencies are described as follows:

TASK: What the student must do to demonstrate an ability to do the job.

DIRECTIONS: A description of the circumstances under which the student will demonstrate the skill. Usually included are:

1. time allowance;
2. tolerances allowed;
3. references which may be used;
4. specific tools and materials to be used (common tool lists are generally omitted unless a required usage is to be demonstrated);
5. work location (if other than school site);
6. and, other limitations unique to the task.

ACCEPTABLE PERFORMANCE: Standards described that constitute acceptable performance. These standards must:

1. be compatible with the task and the condition;
2. evaluate all components of the conditions;
3. include the percentage of responses that must be correct if the competency is primarily cognitive;
4. and, specify the standard for the criteria. This may take the form of a list of criteria, an instructor's checklist, or references to an authoritative manual such as an automotive flat-rate manual.

Represented in the guide are those competencies needed for initial employment. They are not designated or

COMPETENCIES Intro cont.

described by grade level. A student may complete all the competencies available at a school if learning capabilities and time permit.

COMPETENCY NO. 1

TASK 1: Student will demonstrate a knowledge of the history of type.

DIRECTIONS: Student will circle the correct answer/answers to the following questions. Where indicated the question may have more than one answer. Circle all the answers that are correct for that question. The total time limit for task 1, sections A,B,C, is one hour.

A. Early history of type.

1. What are the names of the first three historical categories of type?

   a. Roman
   b. Modern
   c. Gothic/blackletter
   d. San-serif
   e. Transitional
   f. Old Style

2. What is the last name of the man who first established printing in 1450 in Mainz, Germany?

   a. Black
   b. Gutenberg
   c. Ledbetter
   d. Schmidt

3. What letterform were the first typestyles modeled after?

   a. Roman lapidary
   b. Carolingian
   c. Gothic/blackletter
   d. Renaissance

COMPETENCY 1 - continued

4. What three influences moved type from Germany to Italy?

   a. the Renaissance
   b. blackletter handwriting
   c. changes in the trade routes
   d. political turmoil and war

5. What city in Italy became a great printing center?

   a. Naples
   b. Rome
   c. Venice

6. What is the basis for Roman/Oldstyle type?

   a. movable type
   b. lapidary lettering
   c. handwriting
   d. Gothic letterform

7. The first Oldstyle typeface which set the standard for Roman/Oldstyle typefaces to the present day was designed by?

   a. Nicholas Jensen
   b. Pierre Curie
   c. Eamon DeValera
   d. Akzidenz Grotesk

8. What are the characteristic of Roman/Oldstyle typefaces?

   a. fully rounded capitals
   b. blunt, bracketed serifs
   c. counters without stress
   d. curliques and flourishes
   e. thicks and thins on the downstrokes
   f. eveness of weight

9. What language were the first books printed in?

   a. German
   b. Italian
   c. Latin

10. In this question match the typeface to the national language it is associated with.

_____1. Caslon	a. Italian
_____2. Garamond	b. French
_____3. Bodoni	c. English
	d. German

COMPETENCY 1 - continued

11. Alterations affected the evolution from Oldstyle to Transitional and Modern typefaces. What were some of these changes?

    A. The full circles of Oldsyle became _____.
        a. extended
        b. compressed
    B. Counter stress changed to _____.
        a. oblique
        b. vertical
    C. Serifs became _____.
        a. blunt and bracketed
        b. pointed and delicate
    D. The relation of thick stroke to thin stroke became _____.
        a. hairline to heavy strokes
        b. disappeared in even strokes
    E. Page "color" became _____.
        a. lighter
        b. more contrasted

12. What was the nationality that had the predominant influence on type use in the New World during the Eighteenth century?

    a. French
    b. German
    c. English
    d. Italian

13. What had the impact to create changes in type in the Eighteenth century?

    a. Gothic architecture
    b. the Renaissance
    c. the Industrial Revolution

ACCEPTABLE PERFORMANCE: Student will answer the questions with 80% accuracy. Teacher's key provides the answers.

COMPETENCY 1 - continued

B. Ninteenth Century type design.

DIRECTIONS: Student will circle the correct answer/answers to the following questions. Where indicated the question may have more than one correct answer. Circle all the answers that are correct for that question.

1. What medium grew out of the Industrial Revolution and began to play a key role in type design?

   a. industry newletters
   b. advertising
   c. Roman typography
   d. magazines

2. What was one style of typeface that evolved from the medium in question one?

   a. Transitional
   b. Italic
   c. Fat face

3. What were the typefaces in question two designed for?

   a. display type
   c. to reduce printing problems
   b. books

4. What five characteristics are indicative of Fatface types?

   a. curly-tailed "R"
   b. decrease in action of thickstroke to capital height
   c. "C", "G", "S", with barbed terminals
   d. "Q" with a tail that loops through the counter
   e. heaviness and roundness
   f. elongated "J" ending in a clean point
   g. unbracketed or slightly bracketed serifs

5. In what country did the second major innovation in nineteenth century type design, the Egyptian faces, first appear?

   a. England
   b. France
   c. Spain
   d. Egypt

COMPETENCY 1 - continued

6. What is the distinctive feature of Egyptian faces?

   a. open counters
   b. contrast in weight
   c. square thick serifs

7. What is the third division of ninteenth century type?

   a. modern
   b. script
   c. italic
   d. antique face

8. What were the four innovations that revolutionized reproduction and printing methods during the ninteenth century?

   a. photography
   b. thermal heat transfer
   c. lithography
   d. steam driven cylinder press
   e. mechanical type-casting machines
   f. magnetized plates

9. What type style proliferated because it could be drawn on lithographic stones?

   a. twentieth century
   b. ornamental
   c. architectural mode
   d. Baskerville

ACCEPTABLE PERFORMANCE: Student will answer questions with 80% accuracy. Teacher's key provides the answers.

COMPETENCY I - continued

C. Twentieth Century type

DIRECTIONS: Student will circle the correct answer/answers to the following questions. Where indicated the question may have more than one answer. Circle all the answers that are correct for that question.

1. In what decade was the graphic design of today born?

   a. 1940's
   b. 1920's
   c. 1890's
   d. 1950's

2. In addition to the formation of the Bauhaus School in Germany, what two historical events affected design concepts in this era?

   a. the decline of the British Empire
   b. World War I
   c. the growth of newspapers
   d. the Russian Revolution

3. What was the new design concept developed by the Bauhaus School?

   a. "the marriage of art and industry"
   b. "style lives in science"
   c. "form follows function"

4. What were three characteristics of this new design concept?

   a. symmetrical arrangement
   b. simplest, most natural arrangement
   c. san-serif typefaces
   d. traditional ornamentation
   e. perfect technical solutions

5. What was the major type style that continued to develop throughout this era?

   a. Times Roman
   c. Modern
   b. script
   d. san-serif

6. What is the name first used for san-serif typefaces still used in Europe today?

   a. Grotesque
   b. Universal
   c. Classic

COMPETENCY 1 - continued

7. What two additional terms were used to refer to this typestyle?

   a. Gothic
   b. Dorian
   c. Grecian
   d. Classical

8. What was the first full font with lowercase san-serif typeface designed for text?

   a. Baskerville
   b. Bauhaus Demi
   c. Akzidenz-Grotesk
   d. Techno

9. What typeface designed by Paul Renner became the rage of the twenties as a display type?

   a. Universe
   b. Caslon
   c. Futura
   d. Avant Garde

10. What international typeface designed to remove the inadequacies of the best san-serifs, was developed in Switzerland after World War II?

    a. Century
    b. Universe
    c. Techno
    d. Helvetica

11. What were three of the varied forms used by Universe designer, Adrian Frutiger, to emphasize visual letter character?

    a. "u" and "n" were the same width
    b. the height of capitals was varied
    c. the "c" is narrower than the "o"
    d. strokes are thinned were they join another for clean printing

12. What is the starting point or most important cut in a font?

    a. 12 points
    b. 20 points
    c. 10 points

COMPETENCY 1 - continued

13. What is another name for the widely used typeface Helvetica?

a. Optima
b. Megaron
c. Folio
d. Universe

ACCEPTABLE PERFORMANCE: Student will answer the questions with 80% accuracy. Teacher's key provides the answers.

COMPETENCY NO. 2

TASK 2: Student will demonstrate a knowledge of the five basic type families.

DIRECTIONS: Student will match the correct name from list of typefaces to each typestyle shown. Time limit is 20 minutes.

_____1. Caslon

_____2. MOLÉ FOLIATE

_____3. Bodoni Bold

_____4. Helvetica

_____5. Baskerville Bold

_____6. Bookman Demi

Answer List:

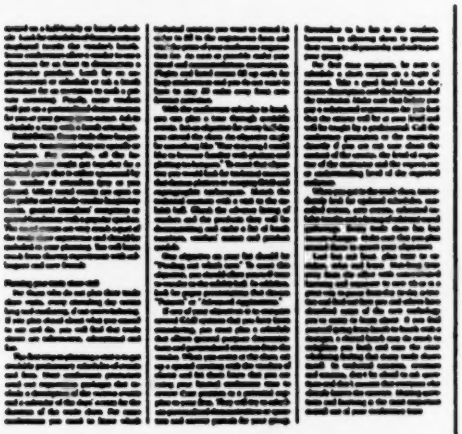
a. Old Style
b. Transitional
c. Modern
d. 19th Century Egyptian
e. Contemporary
d. 19th Century Display

ACCEPTABLE PERFORMANCE: Student will complete the test with 90% accuracy. Teacher's key provides the answers.

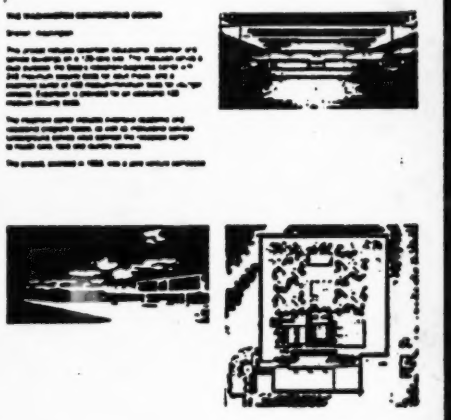
COMPETENCY NO. 3

TASK 3: Student will demonstrate a knowledge of the four divisions of graphic design.

DIRECTIONS: Student will write the correct name from list for each division of graphic art shown below. The time limit is fifteen minutes.



1. _____



2. _____

3. _____

4. _____

Answer List:

a.	trade typography	d.	Modern
b.	French nouveau	e.	standard advertising
c.	peoples art	f.	new graphic design

ACCEPTABLE PERFORMANCE: Student will answer with 100% accuracy.
Teacher's key provides the answers.

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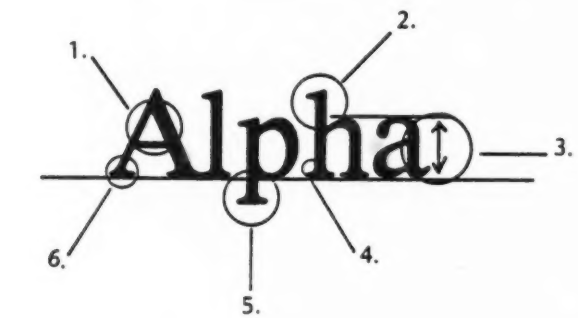
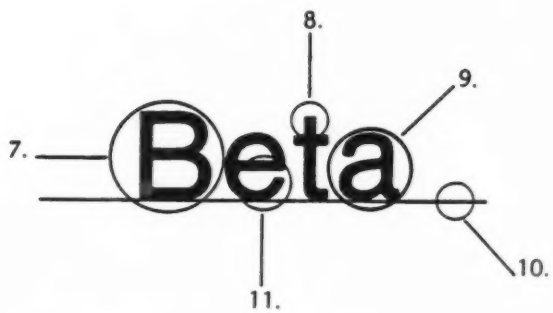
COMPETENCY NO. 4

TASK 4: Student will demonstrate a knowledge of the basic terminology of typography.

A. Letterforms

DIRECTIONS: Student will match answers from list to numbers for each item enclosed in a circle. The time limit is twenty minutes.





Answer List:

_____1.	_____7.	a.	x height	g.	lowercase
_____2.	_____8.	b.	ascender	h.	serif
_____3.	_____9.	c.	descender	i.	san-serif
_____4.	_____10.	d.	open counter	j.	bracket
_____5.	_____11.	e.	counter	k.	baseline
_____6.		f.	uppercase	l.	quad

ACCEPTABLE PERFORMANCE: Student will answer with 90% accuracy. Teacher's key provides the answers.

COMPETENCY 4 cont.

B. Typography Vocabulary

DIRECTIONS: Student will match correct definitions to words listed. The time limit is forty-five minutes.

_____1.	oblique	_____12.	face
_____2.	page "color"	_____13.	column width
_____3.	display type	_____14.	flush left or right
_____4.	italic	_____15.	ragged right or left
_____5.	pica	_____16.	justified
_____6.	em space	_____17.	text type
_____7.	point	_____18.	font
_____8.	leading	_____19.	condensed
_____9.	en space	_____20.	expanded
_____10.	quad	_____21.	bold
_____11.	body size	_____22.	character

Answer List:

a. dimension used to define type size
b. metal pieces used to space words
c. space between lines of type
d. actual letter surface on a type block
e. smallest typographic unit of measurement
f. six equal one inch
g. the square of the height of a letter
h. one-half the square of the height of a letter
i. tone or density of a printed page
j. angled a few degrees off a straight vertical alignment
k. leans to the right
l. type 15 pts. and larger
m. measurement given in picas
n. type 14 pts. and under
o. type set so either right or left edge is in a straight vertical alignment
p. type that is narrower than usual
q. all characters of one typeface in one size and style
r. type aligned with straight vertical edges on both right and left

COMPETENCY 4 cont.

s. type that is wider than usual
t. type aligned with uneven line endings on either left or right
u. individual letter
v. heavier in weight than regular type

ACCEPTABLE PERFORMANCE: Student will answer questions with 80% accuracy. Teacher's key provides the answers.

COMPETENCY 5

TASK 5: Student will demonstrate knowledge of visual letterspacing technique.

DIRECTIONS: Student will paste-up letters from a sheet of type supplied by the instructor in accordance with the principles of letterspacing, spelling the word typography. The time limit is one hour.

Tools and Materials:
drawing board with
T-square or parallel bar
scissors
masking tape
11" x 17" layout tablet
triangle
dividers
rubber cement
rubber cement "mouse"
non-photo lead
sheet of letters for paste-up (provided by instructor)

ACCEPTABLE PERFORMANCE: The student will (1) align letters on a baseline; (2) trim letters neatly; (3) show proper side alignment of letters complying with letterspacing rules in teacher's key; (4) show neatness in layout technique.

COMPETENCY 6

TASK 6: Student will demonstrate a knowledge of the terms hue, tint, shade and tone in reference to color.

DIRECTIONS: Student will (1) produce a sample of a hue, tint, shade and tone with acrylic paints; (2) divide a layout sheet into four equal areas for hue, tint, shade and tone; (3) place a sample of each in the appropriate labeled area. The time limit is one hour.

Tools and Materials:
11" x 17" layout pad
acrylic paints
paint brush
mixing cups

ACCEPTABLE PERFORMANCE: Student will show by his/her performance that he/she has a correct understanding of the terms. The teacher's key defines terms.

COMPETENCY 7

TASK 7: Student will demonstrate the ability to produce and use a transfer sheet.

DIRECTIONS: Student will (1) produce a transfer sheet for use in making layouts; (2) demonstrate its use by transferring a small design of student's choice to layout paper. The time limit is thirty minutes.

Tools and Materials:
one stick of graphite
lighter fluid
cotton ball
masking tape
11" x 17" sturdy tracing paper
layout pad
small design for tracing

ACCEPTABLE PERFORMANCE: Student (1) edged the sheet with masking tape; (2) transferred all important lines; (3) transferred design clearly without large smears of graphite on layout.

COMPETENCY 8

TASK 8: Student will demonstrate entry level ability to produce thumbnails, a layout, and a comprehensive of an original design.

A. Thumbnails

DIRECTIONS: Student will (1) prepare three thumbnail sketches of possible designs; (2) base designs on one or more letterforms from one typeface in combination with one color (hue, tint, shade or tone); (3) proportion the design for an 11" x 17" format. The time limit for sections A, B, and C is a total of eight hours.

Tools and Materials:
11" x 17" layout pad
sketching pencils or pens

ACCEPTABLE PERFORMANCE: Student (1) finished the thumbnails in a size proportional to intended finished design; (2) indicated color and intensity; (3) indicated typestyle correctly; (4) sketches loosely drawn shapes and forms in simple style without detail. Skill level shows understanding of concepts, not practical drawing skills.

COMPETENCY 8 - continued

B. Layout

DIRECTIONS: Student will (1) choose the thumbnail that is the best design solution and (2) develop a layout on an 11" x 17" format.

Tools and Materials:
11" x 17" layout pad
sketching pencils or pens
drawing board with T square or parallel bar
triangle
cork back ruler

ACCEPTABLE PERFORMANCE: Student will (1) show entry level skill; (2) draw design full size with proportions of all elements in correct ratio; (3) carefully draw display type; (4) indicate overall visual effect with line, form and color; (5) indicate text by ruling lines.

C. Comprehensive

DIRECTIONS: Student will complete a comprehensive of layout design ready for matting.

Tools and Materials:
1 sheet 11" x 17" paper selected for design
1 transfer sheet 11" x 17"
drawing board with T square or parallel bar
masking tape
triangle
corkback ruler
pens, brushes or paints etc. of students selection

COMPETENCY 8 - continued

ACCEPTABLE PERFORMANCE:

Student will (1) show entry level knowledge; (2) transfer the design from layout with transfer sheet; (3) leave no doubt as to size, paper choice, colors, arrangement of shapes and space; (4) finish design in as polished a manner as possible; (5) ink in a neat and precise manner with clean edges; (6) produce a comprehensive that is as close to a completed printed piece as possible with available means.

COMPETENCY 9

TASK 9: Student will demonstrate the ability to cut and assemble a mat for the mounting of a comprehensive graphic design.

DIRECTIONS: Student will (1) cut and finish a mat of a width that compliments the design (color may be of student's choice); (2) mount comprehensive graphic design as you would for presentation. The time limit is one hour.

Tools and Materials:

One sheet of illustration board of adequate size to cut a mat for an 11" x 17" design layout
masking tape
exacto knife
metal ruler or metal cutting edge plus ruler
a comprehsive 11" x 17" for mounting (you may use the one from competency 8-C)
emery board or fine sand paper

ACCEPTABLE PERFORMANCE: Student will (1) choose a frame width and color that compliment the artwork; (2) produce straight smooth edges; (3) not overlap corner cuts on window; (4) apply masking tape neatly with straight cut ends; (5) complete mat with a back.

COMPETENCY 10

Task 10: Student will demonstrate a knowledge of different reproduction processes.

DIRECTIONS: Student will match the correct answer to each statement. The time limit is thirty minutes.

_____1. The printing surface is raised above the non-printing surface.

_____2. This process is also known as lithography.

_____3. This process uses infrared radiation to develop heat sensitive materials.

_____4. Products coated with chemical salts and color couplers are exposed to ultraviolet light.

_____5. The ink is applied to the raised surface.

_____6. This process is based on the principle that ink and water do not mix.

_____7. The image to be reproduced must block the transmission of light.

_____8. The image is first received by a blanket cylinder on the press.

_____9. This process belongs in a category known as cold type.

_____10. Heat develops the image on specially treated materials.

_____11. This process uses electrostatic charge and dry toners to produce an image on plain paper.

_____12. Materials exposed to ultraviolet light are developed by exposure to ammonia fumes.

_____13. This process is used to produce inexpensive duplicates in copiers.

_____14. The non-image area on plate picks up and holds water.

Answer List:

a. xerography
b. offset printing
c. thermography
d. letterpress
e. diazo

ACCEPTABLE PERFORMANCE: Student will answer questions with 80% accuracy. Teacher's key provides the answers.

COMPETENCY 1

Answers To A.

1. b, e, f
2. b
3. c
4. a, b, d
5. c
6. b
7. a
8. a, b, e
9. c
10. 1. c
    2. b
    3. a
11. 1. b
    2. b
    3. b
    4. a
    5. a
12. c
13. c

COMPETENCY 1 cont.

Answers to B.

1. b
2. c
3. a
4. a, c, d, e, g
5. a
6. c
7. b
8. a, c, d, e
9. b

Answers to C.

1. b
2. b, d
3. c
4. b, c, e
5. d
6. a
7. a, b
8. c
9. c
10. d
11. b, c, d
12. a
13. b

COMPETENCY 2

1. a
2. f
3. c
4. e
5. b
6. d

COMPETENCY 3

1. a
2. f
3. e
4. c

COMPETENCY 4

Answer to A.

1. e
2. b
3. a
4. j
5. c
6. h
7. f
8. i
9. g
10. k
11. d

Answers to B.

1. j
2. i
3. l
4. k
5. f
6. g
7. e
8. c
9. h
10. b
11. a
12. d
13. m
14. o
15. t
16. r
17. n
18. q
19. p
20. s
21. v
22. u

COMPETENCY 5

Letterspacing

Guides to be met:

1. Letters are spaced visually.
2. Two verticals are furthest apart of all letter combinations.
3. Two curves are closest.
4. Vertical and curve are slightly closer than two verticals.
5. Spacing measurements are consistent throughout for same type letter combinations.
6. Combinations of counters must be visually correct for smooth reading.
7. Capitals may be spaced far apart.
8. Lowercase must be spaced fairly close for reading.
9. Uppercase and lowercase must be placed with small counters on top.
10. Layout must be placed on non-photo baseline, and appear neat and consistent.

COMPETENCY 6

1. Hue is full intense color
2. Hue mixed with white equals a tint
3. Hue mixed with black equals a shade
4. Hue mixed with black and white equals a tone.

COMPETENCY 7

*Instructor assessment

COMPETENCY 8

*Instructor assessment

COMPETENCY 9

*Instructor assessment

*Student will fulfill criteria for acceptable performance. Instructor will assess student performances.

COMPETENCY 10

1. d
2. b
3. c
4. e
5. d
6. b
7. e
8. b
9. d
10. c
11. a
12. e
13. a
14. b

Individual Student Record

Introduction to Visual Media 101

Spokane Falls Community College
W3410 Fort George Wright Drive MS 3020
Spokane, Washington 99204-5228

Student Name _____
Date _____
Instructor _____

COMPETENCIES	percentage correct	acceptable performance		COMMENTS	instructor's signature	date completed
		yes	no			
Task 1						
Task 2						
Task 3						
Task 4						
Task 5						
Task 6						
Task 7						
Task 8						
Task 9						
Task 10						